External Review Team Process

Office of Federal and State Accountability
Division of Accountability

South Carolina Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
Revised for School Year 2008-09
Revisions Included

School: Marion Intermediate School   District: Marion School District One

Principal: Tim Felder   Superintendent: Michael Lupo

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

The following information must be included in the rationale:
- **Summary of demographic information from 2007 School Report Card**
  - ➢ **School Profile (students, teachers, school)**
  - ➢ **Population diversity (refer to Performance of Student Groups)**
  - ➢ **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format**
  - ➢ **Test Data (PACT/HSAP/EOC Exams)**
  - ➢ **Graduation rate (if applicable)**
  - ➢ **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

Marion Intermediate School (MIS) is located on a large campus at the edge of the city of Marion, South Carolina on Highway 41A, which is the only school in Marion School District #1 housing third, fourth, and fifth graders. Classrooms radiate from a central hub that incorporates the office, counseling center, media center, third grade hall, fourth grade hall, fifth grade hall, and fine arts hall. At the end of the fine arts hall is the cafeteria and gym. The school is 13 years old and was a merger of two smaller elementary schools – Southside Elementary and Marion Elementary

The student attendance rate is 96.7% and has remained steady over the past 3 years. Student retention rate is 4.1%, which is an observed reduction from 7.7% of 2006. Students identified as older than usual for grade is 1.8%. We have 0.0% out-of-school suspensions or expulsions for violent and/or criminal offenses.

Mr. Tim Felder, principal, and Mrs. Sharron Crowner, assistant-principal, form Marion Intermediate's administrative team. Mr. Felder is completing his first year (2008-09) at MIS. The school has 10 third grade teachers, 10 fourth grade teachers, and 10 fifth grade teachers. Teachers in grades four and five are allowed the flexibility of team teaching English/Language Arts and Social Studies or Math and Science. Third grade is self-contained. Three teachers serve a self-contained LD classroom, a self-contained EMD classroom, and a TMD classroom. Three resource

teachers and two speech teachers serve our special needs population. Other professionals serving our students include one (1) art teacher, one (1) music teacher, two (2) physical education teachers, two (2) full time guidance counselors, 1 E/LA curriculum coordinator, one math/science curriculum coordinator, one media specialist, one registered nurse, two clinical counselors, 17 paraprofessionals, and 11 custodial and lunchroom staff members. Teachers with advanced degrees make up 58.7% of the faculty, and continuing contract teachers make up 82.6% of the faculty. We have 0.0% teachers with emergency or provisional certificates. Teacher attendance rate is at 93.3%. Average teacher salary is $38,391, which is $5,481 less than the average salary of elementary schools with students like Marion Intermediate.

Marion Intermediate houses grades 3, 4, and 5 with an average class size of 15 up to 24 to 1 student-teacher ratio in core subject areas. Based on the 2007 Annual School Report Card, Marion Intermediate tested 691 students with 73% African American, 26% White, and 1% other – Hispanic, Asian Pacific, and American Indian. Eighteen percent of the school population is defined as disabled with 11.3% with disabilities other than speech. Our population of gifted and talented makes 7.3% of our student population.


Marion Intermediate's Population Diversity

African American 73%
White 26%
Other 1%
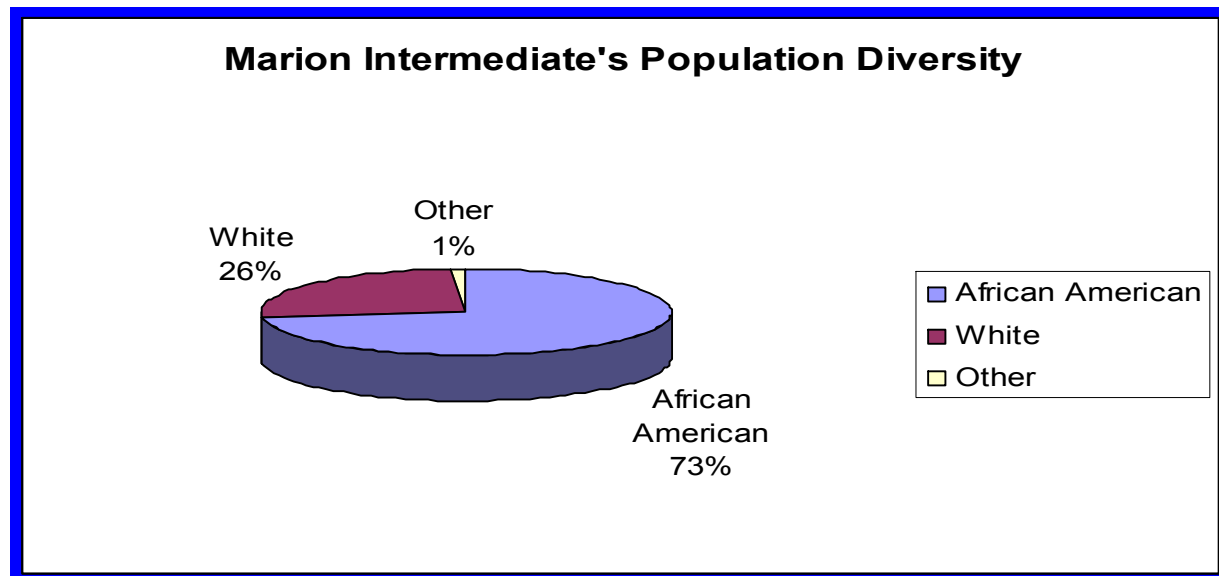
The socio-economic status is reflected in 83% of our students receiving free and reduced meals and 17% of students receiving full-paid meals.

Socio-Economic Status for Marion Intermediate School

Paid Meals
17%

■ Subsidized Meals
□ Paid Meals

Subsidized Meals
83%
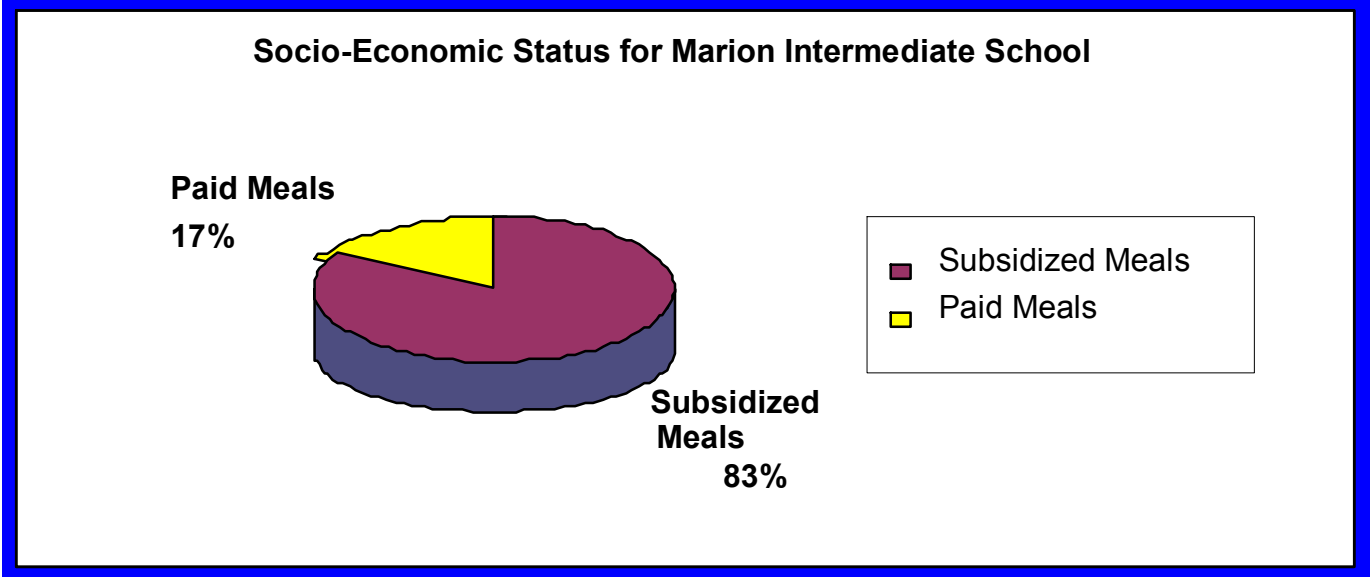
Marion Country Economic Indicators

| Economic Indicators	Marion District #1	South Carolina
Per Capita Income	$13,878	$18,795
Residents with Income Below the Poverty Level	23.2%	14.1%
Students Receiving Subsidized Meals (Children of Poverty)	83%	46%
Births to Single Mother	51%	28%
Births to Mothers NOT Completing High School	25%	21%
Single-Parent Families in Poverty	62%	50%
Unemployment in September 2007	11.1%	5.8%
Population % change – 4/2000 – 6/2006	-2.2%	7.7%
Industries Providing Employment:		
Manufacturing	29.6%	
Educational, health, and social services	19.7%	
Retail trade	10.9%	

English/Language Arts PACT Performance by All Students
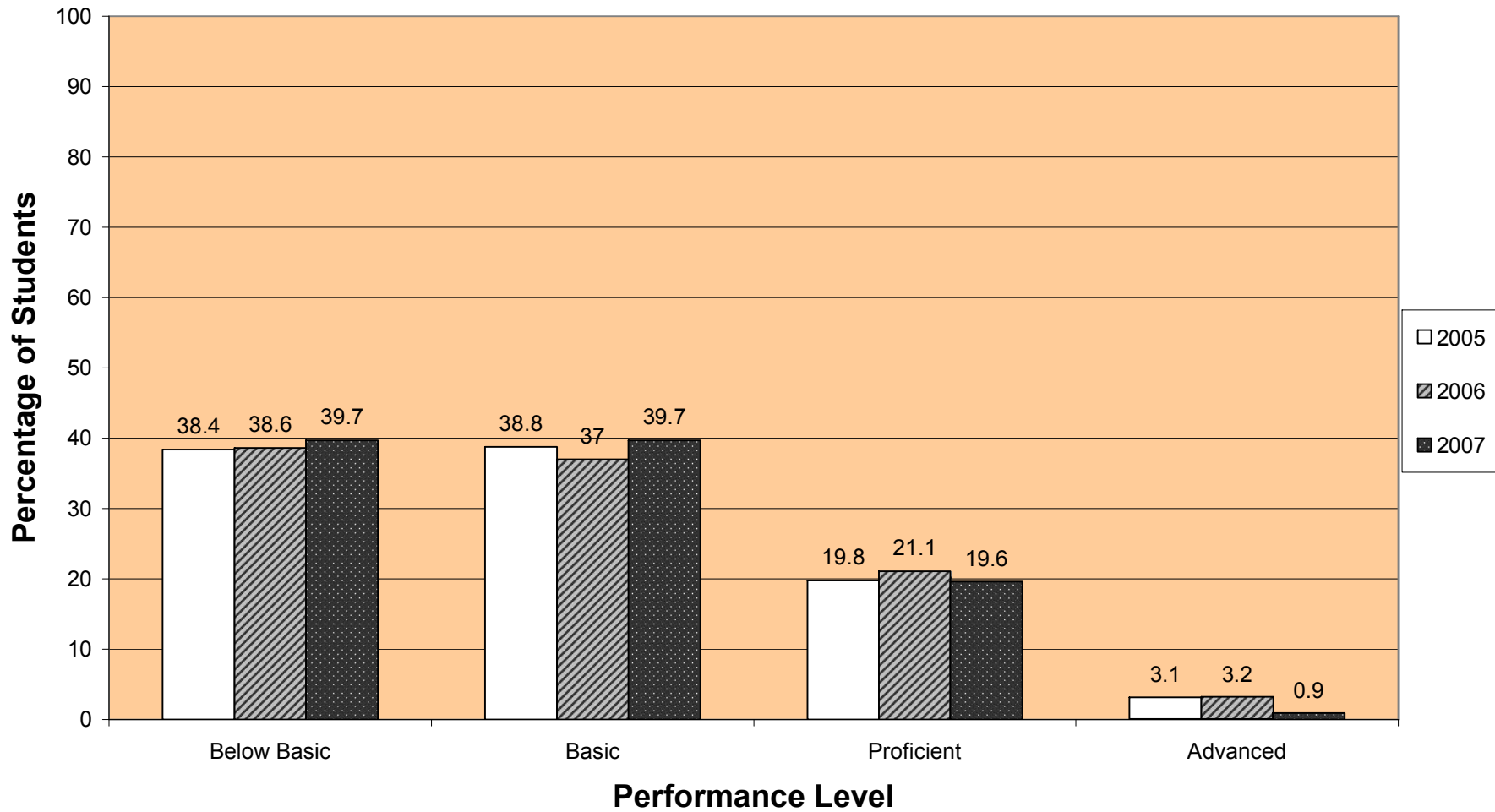
Mathematics PACT Performance
by All Students
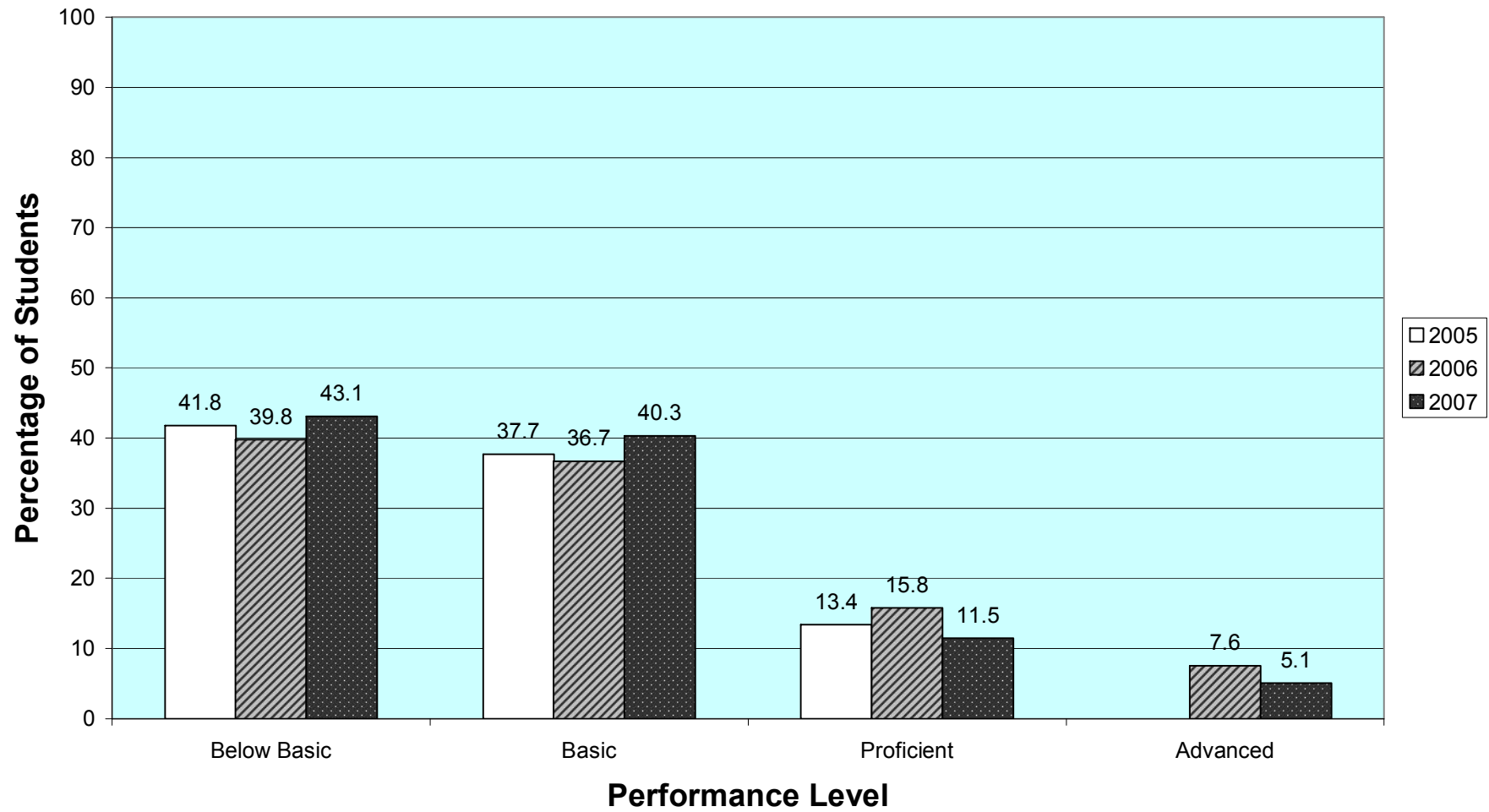
Science PACT Performance by All Students
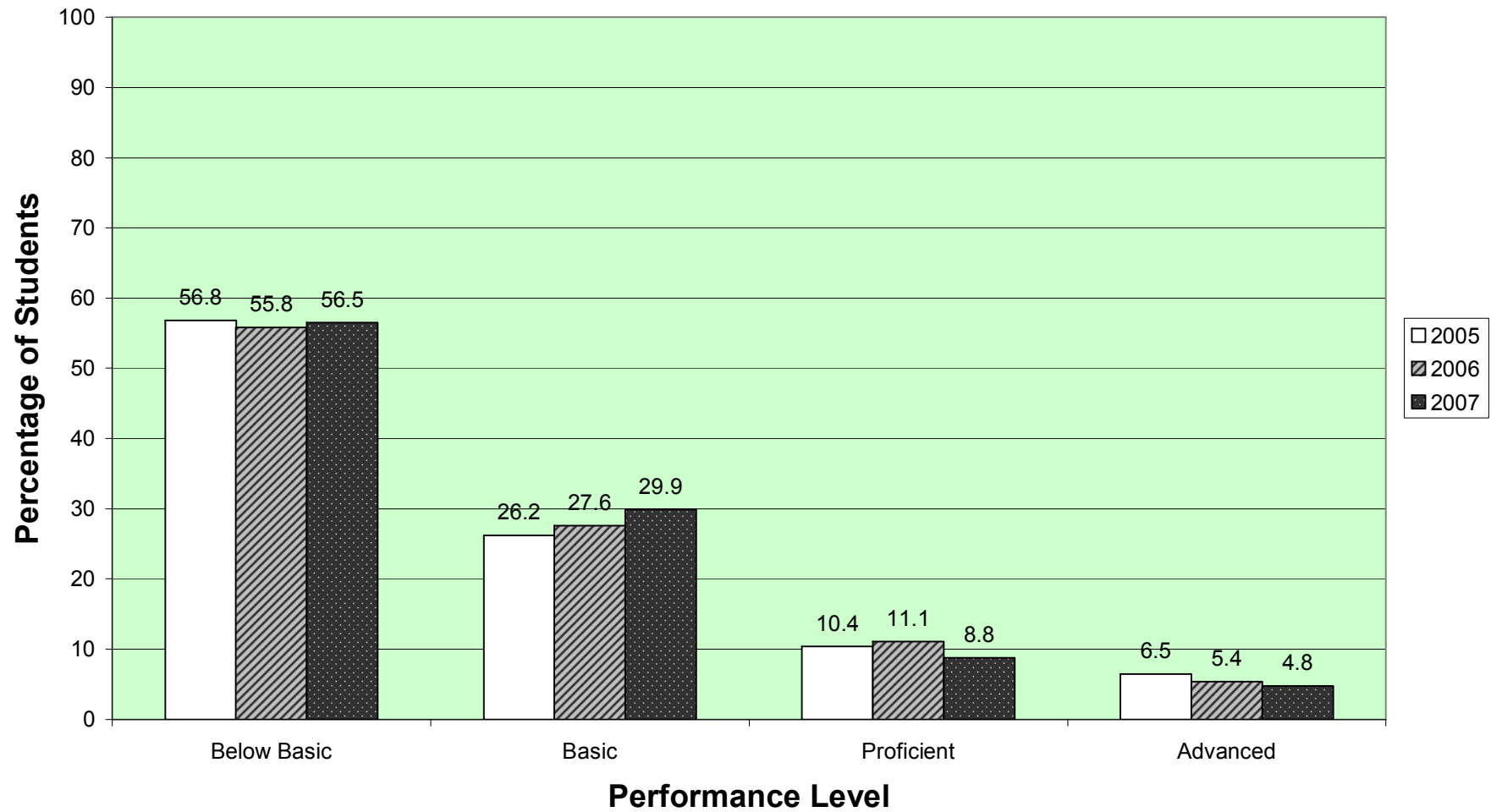
2007 PACT Results
Number of Students Scoring A, P, B, BB1, and BB2

Grade 3

	Math	E/LA	Science	Social St.	TOTAL
Advanced	6	5	2	1	14
Proficient	25	63	9	9	106
Basic	89	86	32	64	271
BB1	63	40	54	30	187
BB2	51	40	21	12	124
TOTAL	234	234	118	116	

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Grade 4

	Math	E/LA	Science	Social St.	TOTAL
Advanced	12	0	10	8	30
Proficient	27	35	24	26	112
Basic	97	109	76	92	374
BB1	57	42	73	84	256
BB2	43	50	54	27	174
TOTAL	236	236	237	237	

Grade 5

	Math	E/LA	Science	Social St.	TOTAL
Advanced	16	1	9	3	29
Proficient	23	35	8	12	78
Basic	92	78	29	35	234
BB1	57	38	35	40	170
BB2	29	65	29	17	140
TOTAL	217	217	109	107	

The PACT data provided was utilized to establish the FSRP Student Achievement Goals. The data revealed that the majority of the students are performing below the proficient level. When utilizing the absolute value calculator it was determined that at least 35% of the students needed to move at least one performance level on PACT to meet the goal of being release from advisory status.

Summary of process used to develop the FSRP and the persons involved

The leadership team, with the help of the ERT committee, reviewed the school report card and utilized the absolute calculator to determine our actual ratings in each of our four content areas. Next, we gathered, reviewed and analyzed data. School 2007 PACT results were disaggregated by subgroups: gender, racial/ethnic, disability status, socio-economic status, and gifted/talented. Disaggregated data from 2007 PACT results focused on the subgroups of our African-American population, students receiving free/reduced meals, and students with disability status. Results from 2006 and 2007 Dominie Reading and Writing Assessment Portfolio was reviewed and concerns were about the low percentage of third graders not reading on grade level in fall were noted. The Otis-Lennon School Ability Test, OLSAT, results were review and an observed steady decline since 2000 was noted. Fall 2007 MAP results in Math and Reading were reviewed. (A strong correlation exists between 2007 PACT, MAP, and Dominie data results.) Once this data was reviewed and analyzed, the leadership team chose to target three academic areas: ELA, mathematics, and science. After the target areas were chosen, the leadership team utilized the absolute calculator again to determine the percentage of students that needed to show growth in each of the three content areas in order to reach the three-year goal of obtaining a 2.9 rating. The three academic goals reflect the belief that student achievement is the top priority. However, embedded in the strategies identified to reach these goals are several key components: professional development opportunities, curriculum development, on-going data analysis, administration/teacher and teacher/teacher collaboration and support, and technology engagement.

Narrative of how selected goals will enable the school to meet expected progress

The Focused School Renewal Plan (FSRP) was developed over several weeks as the ERT committee and the leadership team met. The ERT committee consisted of Tim Carnahan and Shawn Johnson of Georgetown School District and the school leadership team consisted of Michael Stone (Principal), Sharron Crowner (Assistant Principal), Patricia Atkinson (Curriculum Coordinator) , and Melissa Best-Williamson (Math Coach). Discussions among the team members began with data analysis and moved into probing questions and discussions related to existing instructional practices and moved to the possibilities that could exist from effective implementation of research-based strategies. The data review and analysis was at the forefront of the process. After the data analysis and thorough discussion, the academic goals were chosen. From this point, the school leadership team examined the school's academic deficits and looked at areas that needed to be targeted to make the goals obtainable. Strategies, which evolved from this self-examination, were shared with the ERT committee. Discussions began about what indicators could and should be utilized to support the achievement of the goals. The ERT committee discussed sample goals and shared parts of a FSRP that another group had created. After the initial draft of the goals, strategies, and indicators, the two teams converged again to make our goals more precise. The ERT led this effort as Shawn and Tim worked with the absolute calculator to help us decide upon an exact percentage of students we needed to target for growth. During their last visit, we began the task of bringing all the elements together. The PACT data provided was utilized to establish the FSRP Student Achievement Goals. The data revealed that the majority of the students are performing below the proficient level. When utilizing the absolute value calculator it was determined that at least 35% of the students needed to move at least one performance level on PACT to meet the goal of the school being released from advisory status. Again, the ERT committee did a wonderful job of focusing the leadership team. Writing of the final draft began that day. Correspondence via phone and e-mail continued as the process of creating the FSRP concluded.

*Addendum to FSRP – Fall 2008

The following changes have been made to Student Achievement Goals:
- All goals identify an April 1, 2009 deadline.
- All Indicators of Implementation have a clear explanation of how each indicator will support the achievement of the goal and the person responsible.
- Goals 1 and 2 were rewritten to indicate PACT assessment alignment.
- Strategies were changed/added to support achievement of the new Student Achievement Goals.

The following changes have been made to Principal's Instructional Goals:
- All goals identify an April 1, 2009 deadline.
- Goals 1 and 2 were changed to support Student Achievement Goals.
- Strategies were changed/added to support achievement of the new Principal's Instructional Leadership Goals.

The following changes have been made to District Administrator's Leadership Goals:
- All goals identify an April 1, 2009 deadline.
- Goals 1 and 2 were changed to support Student Achievement Goals.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- ➢ **All information that is pertinent to the implementation of the FSRP**
- ➢ **Testing (MAP, Benchmark, etc.)**
- ➢ **Disaggregation and ongoing utilization of data to guide instruction**
- ➢ **Professional development that needs to be scheduled**
- ➢ **Implementation/monitoring of specific strategies**

July 2008	• Develop 2008-09 Professional Development Plan • Prepare for disaggregating preliminary data for 2008 PACT results • Provide curriculum planning • Collect and organize materials needed for instructional activities identified in FSRP
August 2008	• Provide professional development for Dominie Assessment (I.e. sign-in roster, agenda, materials listing) • Provide professional development for MIS Reading and Writing Portfolio • Provide professional development for SMART Board for teachers not previously trained by the district technology coach.) • Create school master schedule for instruction • Create lab schedule for computerized math instruction • Create lab schedule for utilization of SMART Board • Assess reading utilizing Dominie Reading and Writing Assessment Portfolio as a baseline benchmark • Assess science utilizing Flanagan and Mott's Tests for Higher Standards as a baseline benchmark • Provide curriculum planning

September 2008	• Assess reading and mathematics utilizing NWEA's Measurement of Academic Progress (MAP)
	• Collect and analyze Dominie Assessment data
	• Select students for "Building Readers" Tutoring Program by utilizing Dominie Assessment data
	• Create student roster for "Building Readers" Tutoring Program
	• Collect and analyze MAP data on students
	• Create student rosters for small group and after-school programs
	• Assess writing utilizing a school-wide baseline benchmark writing prompt
	• Collect and analyze baseline writing
	• Collect and analyze Flanagan and Mott's Tests for Higher Standards – Science
	• Review and analyze the media center's circulation data
	• Review flexible group rosters (I.e. classroom, small group, after-school)
	• Review lesson plans for implementation of FSRP strategies (*Use of Smart Board lab, math and science kits, computerized math instruction lab, reading/writing conferences, etc.)
	• Observe, document, and conference with teachers on classroom instructional practices. (I.e. implementation of lesson plans, utilization of professional development activities, use of flexible grouping, student-teacher reading/writing conferences, independent reading support, and math and science kit use
	• Review and analyze classroom formative and summative assessments and data, as well as, computerized math instruction student reports, small group assessments, etc.
	• Provide curriculum planning
	• Provide professional development on data analysis
	• Register for SCCTM (mathematics) and SC² (science) 2008 Fall Conferences
October 2008	• Review and analyze the media center's circulation data
	• Assess science and social studies utilizing Flanagan and Mott's Tests for Higher Standards as a nine-weeks benchmark
	• Review flexible group rosters (I.e. classroom, small group, after-school)
	• Review lesson plans for implementation of FSRP strategies (*Use of Smart Board lab, math and science kits, computerized math instruction lab, reading/writing conferences, etc.)
	• Observe, document, and provide feedback with teachers on classroom instructional practices. (I.e. implementation of lesson plans, utilization of professional development activities, use of flexible grouping, student-teacher reading/writing conferences, independent reading support, and math and science kit use
	• Review and analyze classroom formative and summative assessments and data, as well

	as, computerized math instruction student reports, small groups assessments, etc. • Disaggregate and analyze 2008 PACT data • Provide staff development on disaggregated PACT data • Provide curriculum planning
November 2008	• Register teachers attending South Carolina International Reading Conference • Review and analyze the media center's circulation data • Review flexible group rosters (I.e. classroom, small group, after-school) • Review lesson plans for implementation of FSRP strategies (*Use of Smart Board lab, math and science kits, computerized math instruction lab, reading/writing conferences, etc.) • Observe, document, and conference with teachers on classroom instructional practices. (I.e. implementation of lesson plans, utilization of professional development activities, use of flexible grouping, student-teacher reading/writing conferences, independent reading support, and math and science kit use • Review and analyze classroom formative and summative assessments and data, as well as, computerized math instruction student reports, small group assessments, etc. • Provide curriculum planning • Provide professional development by teachers who attended SCCTM (mathematics) and SC² (science) 2008 Fall Conferences
December 2008	• Review and analyze the media center's circulation data • Assess reading and mathematics utilizing NWEA's Measurement of Academic Progress (MAP) • Assess science and social studies utilizing Flanagan and Mott's Tests for Higher Standards as a mid-year benchmark • Review flexible group rosters (I.e. classroom, small group, after-school) • Review lesson plans for implementation of FSRP strategies (*Use of Smart Board lab, math and science kits, computerized math instruction lab, reading/writing conferences, etc.) • Observe, document, and provide feedback with teachers on classroom instructional practices. (I.e. implementation of lesson plans, utilization of professional development activities, use of flexible grouping, student-teacher reading/writing conferences, independent reading support, and math and science kit use • Review and analyze classroom formative and summative assessments and data, as well as, computerized math instruction student reports, math and science assessments, etc.
January 2008	• Review and analyze the media center's circulation data • Collect and analyze MAP data on students • Review flexible group rosters (I.e. classroom, small group, after-school) • Review lesson plans for implementation of FSRP strategies (*Use of Smart Board lab, math

	and science kits, computerized math instruction lab, reading/writing conferences, etc.) • Observe, document, and provide feedback with teachers on classroom instructional practices. (I.e. implementation of lesson plans, utilization of professional development activities, use of flexible grouping, student-teacher reading/writing conferences, independent reading support, and math and science kit use • Review and analyze classroom formative and summative assessments and data, as well as, computerized math instruction student reports, small group assessments, etc. • Provide curriculum planning • Provide professional development on data analysis •
February 2008	• Review and analyze the media center's circulation data • Review flexible group rosters (I.e. classroom, small group, after-school) • Review lesson plans for implementation of FSRP strategies (*Use of Smart Board lab, math and science kits, computerized math instruction lab, reading/writing conferences, etc.) • Observe, document, and provide feedback with teachers on classroom instructional practices. (I.e. implementation of lesson plans, utilization of professional development activities, use of flexible grouping, student-teacher reading/writing conferences, independent reading support, and math and science kit use • Review and analyze classroom formative and summative assessments and data, as well as, computerized math instruction student reports, small group assessments, etc. • Provide curriculum planning • Administer the Professional Development Needs Assessment Survey
March 2008	• Provide professional development by teachers who attended the SC International Reading Association conference • Assess science and social studies utilizing Flanagan and Mott's Tests for Higher Standards as a nine-weeks benchmark • Review and analyze the media center's circulation data • Review flexible group rosters (I.e. classroom, small group, after-school) • Review lesson plans for implementation of FSRP strategies (*Use of Smart Board lab, math and science kits, computerized math instruction lab, reading/writing conferences, etc.) • Observe, document, and provide feedback with teachers on classroom instructional practices. (I.e. implementation of lesson plans, utilization of professional development activities, use of flexible grouping, student-teacher reading/writing conferences, independent reading support, and math and science kit use • Review and analyze classroom formative and summative assessments and data, as well as, computerized math instruction student reports, small group assessments, etc.

	• Provide curriculum planning
April 2008	• Review and analyze the media center's circulation data • Review flexible group rosters (I.e. classroom, Academy, after-school) • Review lesson plans for implementation of FSRP strategies (*Use of Smart Board lab, math and science kits, computerized math instruction lab, reading/writing conferences, etc.) • Observe, document, and provide feedback with teachers on classroom instructional practices. (I.e. implementation of lesson plans, utilization of professional development activities, use of flexible grouping, student-teacher reading/writing conferences, independent reading support, and math and science kit use • Review and analyze classroom formative and summative assessments and data, as well as, computerized math instruction student reports, Academy assessments, etc. • Assess science and social studies utilizing Flanagan and Mott's Tests for Higher Standards as a end-of-year benchmark
May 2008	• Review and analyze the media center's circulation data • Review lesson plans for implementation of FSRP strategies (*Use of Smart Board lab, math and science kits, computerized math instruction lab, reading/writing conferences, etc.) • Observe, document, and conference with teachers on classroom instructional practices. (I.e. implementation of lesson plans, utilization of professional development activities, use of flexible grouping, student-teacher reading/writing conferences, independent reading support, and math and science kit use • Review and analyze classroom formative and summative assessments and data, as well as, computerized math instruction student reports, small group assessments, etc.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 1: By April 1, 2009, 35% of the students in grades 3 – 5 will increase one English/language arts performance level as measured by (MAP) from Fall 2008 to Spring 2009 based on the MAP/PACT correlation.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1.Employ an ELA Curriculum Coordinator to facilitate classroom instruction, testing, planning, implementation of standards, staff development, data analysis, et. al.	Principal, Assistant Principal,	August 2008	The Curriculum Coordinator will provide teachers with needed support through model lessons, professional development, teacher conferencing, and support during grade level meetings, unpacking standards, lesson plan building, and feedback from observations to insure an increase in student achievement. (Principal) - Curriculum Coordinators' calendar/daily schedule - Lesson plans and observations will be checked to ensure teachers are utilizing strategies taught.
2. Administer MAP test 3 times during the school year: Fall, Winter and Spring.	Principal, Assistant Principal, Curriculum Coordinators	August 2008	This strategy will provide teachers and administrators the data to make decisions concerning instructional practices; thereby increasing student achievement. If the teachers use student MAP data to plan instruction, their instruction will be geared toward students' needs for improvement on the MAP test, which correlates with the PACT test. This will allow for specific planning for differentiation of instruction. (Curriculum Coordinator) - Copy of MAP data results - Staff Development on Data Analysis - Lesson plans that show flexible grouping, differentiated instruction, checked weekly by administrators.

3. Analyze MAP test data with faculty and students to identify areas of instructional need.	Principal, Assistant Principal, Curriculum Coordinators	September 2008	Analyzing test scores will identify student strengths and weaknesses by utilizing MAP RIT bands. Teachers and administrators will use this data to differentiate instruction and provide flexible grouping. (Curriculum Coordinator) • Copy of MAP class breakdown for each teacher • Copy of MAP teacher report • Gold Goal Setting Cards for Student Performance
4. Monitor instructional practices in the classroom and provide timely feedback to teachers identifying strengths and weaknesses in instruction.	Principal, Assistant Principal, Curriculum Coordinators	September 2008	Administrators and District Office Staff will utilize Formal Walk Through Evaluation Instrument to evaluate instructional practices. (Principal) • Walk through evaluation form providing feedback to teachers • Lesson plans are checked by administrators weekly. • The two administrators will do a minimum of 30 observations with written feedback to teachers each week.
5. Adjust instruction based on formative assessments, summative assessments and feedback from the Formal Walk Through Evaluation Instrument.	Principal, Assistant Principal	September 2008	Teachers will adjust instruction based on feedback and students' needs. (Principal) • Lesson Plans are checked weekly and feedback is provided when needed through conferences, and or written responses. • Student performance reports and grades • Formal Walk Through Evaluation Instrument: The two administrators will do a minimum of 30 observations with written feedback to teachers each week.
6. Provide small group instruction utilizing certified reading tutors to support instruction for third grade students performing below grade level. (I.e. Building Readers Tutoring Program)	Principal, Assistant Principal, Curriculum Coordinators	August 2008	With a small group setting, reading tutors will provide a reading intervention program, utilizing SRA Corrective Reading and/or Soar to Success, to improve reading achievement for students scoring 1 year or more below reading level. This is a year long program. (Curriculum Coordinators) • Copy of *Dominie* fluency and comprehension assessment data for student identification and placement • Copy of tutor's schedule: time slots, # students per session • Copy of student roster • Copy of MAP results on identified students
7. Provide flexible group, differentiated instruction within the classroom using data from MAP RIT Bands, Benchmarks, Dominie, Flannagan's, and classroom	Principal, Assistant Principal, Curriculum	October 2008	Teachers will utilize data to form flexible groups employing differentiated instructional practices for classroom instruction. (Principal) • Copy of lessons plans, are checked weekly and feedback is provided when needed, through

assessments.	Coordinators		conferences, and/or by written feedback. Observation and documentation of classroom instruction using Formal Walk through Evaluation. Instrument The two administrators will do a minimum of 30 observations with written feedback to teachers each week.
8. Provide flexible group, differentiated instruction using a research based program.	Principal, Assistant Principal, Curriculum Coordinators	October 2008	Students who are performing below grade level will be provided intensive phonics based instructional program to support reading fluency and automaticity. After successful completion, students will be moved into a reading comprehension based support program. (Curriculum Coordinators) - MAP and/or Dominie data to identify students - Roster of identified students. - Pre and post assessment data.
9. Utilize self-selected reading time and incorporate teacher-student reading/writing conferencing in the classroom.	Principal, Assistant Principal, Curriculum Coordinators	August 2008	Teachers will implement 20 minutes of independent reading time, based on Dominie and/or MAP reading results, and instruct students on appropriate book selection. Teachers will provide focused, individualized instruction and assessment of reading and writing through teacher-student reading and writing conferences. E/LA Curriculum Coordinator will provide staff development addressing conferencing techniques and strategies. (Curriculum Coordinators) - Observation and documentation of teacher-student reading conferences/Conference logs Teachers must conference with each student at least four times per nine weeks. - Copy of lesson plans identifying evidence of use checked weekly by administrators. - Copy of media center circulation report checked monthly. - Copy of Student Summary of Reading Conference forms checked by curriculum coordinator each nine weeks. - Observation and documentation of teacher-student reading conferences/Conference logs checked by curriculum coordinator each nine weeks.
10. Provide weekly comprehension assessments through the use of cold reads to identify student progress with comprehension strategies.	Principal, Classroom Teachers	October 2008	Teachers and administrators will utilize this weekly summative assessment to identify students who are synthesizing cognitive reading strategies (Curriculum Coordinators) Spreadsheet of test results for tracking progress is

			monitored by Curriculum Coordinators monthly.
11. Provide opportunities for teachers to attend off site professional development, including SCIRA.	Principal, Assistant Principal, Curriculum Coordinators	September 2008	By increasing professional knowledge, interacting with peer teachers, and exposure to the cutting edge scientific research, teachers will be able to utilize these instructional practices within the classroom, thereby improving student achievement. (Curriculum Coordinators) • Participating teachers will provide professional development for all teachers within two weeks of attending the conference. • Agenda, handouts, billing records, professional development agenda for all teachers. • Observations of participating teachers indicating use of acquired strategies. The two administrators will do a minimum of 30 observations with written feedback to teachers each week.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2: By April 1, 2009, 35% of the students in grades 3 – 5 will increase one mathematics performance level as measured by (MAP) from Fall 2008 to Spring 2009 based on the MAP/PACT correlation.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
1. Employ a Math Curriculum Coordinator to facilitate classroom instruction, testing, planning, implementation of standards, staff development, data analysis, et. al.	Principal, Assistant Principal,	August 2008	The Curriculum Coordinator will provide teachers with needed support through model lessons, professional development, teacher conferencing, and support during grade level meetings, unpacking standards, lesson plan building, and feedback from observations to insure an increase in student achievement. (Principal) • Curriculum Coordinators' calendar/daily schedule
2. Administer MAP test 3 times during the school year: Fall, Winter and Spring.	Principal, Assistant Principal, Curriculum Coordinators	August 2008	This strategy will provide teachers and administrators the data needed to make decisions concerning instructional practices; thereby increasing student achievement. If the teachers use student MAP data to plan instruction, their instruction will be geared toward students' needs for improvement on the MAP test, which correlates with the PACT test. This will allow for specific planning for differentiation of instruction. (Curriculum Coordinators) • Copy of MAP data results • Staff development on data analysis • Lesson plans that show flexible grouping, differentiated instruction checked weekly by administrators.
3. Analyze MAP test data with faculty and students to identify areas of instructional need.	Principal, Assistant Principal, Curriculum Coordinators	September 2008	Analyzing test scores will identify student strengths and weaknesses by MAP RIT bands. Teachers and administrators will use this data to differentiate instruction and provide flexible grouping. (Curriculum Coordinators) • Copy of MAP class breakdown for each teacher

			• Copy of MAP teacher report • Gold Goal Setting Cards for Student Performance
4. Monitor instructional practices in the classroom and provide timely feedback to teachers identifying strengths and weaknesses in instruction.	Principal, Assistant Principal, Curriculum Coordinators	September 2008	Administrators and District Office Staff will utilize Formal Walk Through Evaluation Instrument to evaluate instructional practices. (Principal) • Walk through evaluation form providing feedback to teachers • Lesson plans are checked by administrators weekly. • The two administrators will do a minimum of 30 observations with written feedback to teachers each week.
5. Adjust instruction based on formative assessments, summative assessments and feedback from the Formal Walk through Evaluation Instrument.	Principal, Teachers	September 2008	Teachers will adjust instruction based on feedback and students' needs. (Principal) Plans • Lesson Plans are checked weekly and feedback is provided when needed through conferences and/or written responses. • Student performance reports and grades • Formal Walk through Evaluation Instrument: The two administrators will do a minimum of 30 observations with written feedback to teachers each week.
6. Implement hands-on math instructional programs to enhance teacher instructional practices, which will positively influence student achievement. (I.e. AIMS, Math Out of the Box)	Principal, Assistant Principal, Curriculum Coordinators	August 2008	Teachers will provide hands-on, research-based math instructional programs and practices to increase student achievement. Staff development will be on going throughout the school year with additional support from the Math/Science Curriculum Coordinator. (Curriculum Coordinators) • Copy of agendas from each meeting • Evidence identified on school professional development plan • Evidence in lesson plans are checked weekly and feedback is provided when needed, through conferences, and/or by written feedback.
7. Provide professional development in the area of technology to enhance teacher instructional practices which will positively influence student achievement. (SMART Boards)	Principal, Curriculum Coordinator, Technology Coach, Media Specialist	August 2008	Teachers will be provided staff development opportunities with SMART Board Technology to increase student achievement. Staff development will be on going throughout the school year with additional support from the Media Specialist, Math/Science Curriculum Coordinator and District Technology Coach. (Curriculum Coordinators) • Copy of agendas from each meeting • Evidence identified on school professional development plan • Evidence in lesson plans and observations are

			checked weekly and feedback is provided when needed, through conferences, and/or by written feedback. • The two administrators will do a minimum of 30 observations with written feedback to teachers each week.
8. Provide interactive math lessons utilizing the Smart Board lab to increase student engagement.	Principal, Assistant Principal, Curriculum Coordinators	August 2008	Students will attend scheduled labs to participate in an interactive, electronic whiteboard lesson in math. Lessons will offer standards-based, hands-on activities to increase achievement. (Curriculum Coordinators) • Copy of lesson plans identifying evidence of use. • Copy of lessons/activities created for Smart Board use • Observation and documentation of Smart Board sessions
9. Provide flexible group, differentiated instruction within the classroom using data from MAP RIT Bands and classroom assessments.	Principal, Assistant Principal, Curriculum Coordinators	October 2008	Teachers will utilize data to form flexible groups employing differentiated instructional practices for classroom instruction. • Copy of lessons plans identifying evidence of use. Lesson Plans are checked weekly and feedback is provided when needed through conferences and/or written responses. • Observation and documentation of classroom instruction using Formal Walk through Evaluation Instrument. (Curriculum Coordinators) The two administrators will do a minimum of 30 observations with written feedback to teachers each week.
10. Provide individualized instruction through computerized math intervention.	Principal, Assistant Principal, Curriculum Coordinators	October 2008	A computer-assisted math program will be used to support and enhance our math program. Students will attend the lab once a week for 40-minute session. (Principal) • Copy of students' reports from the computerized math program. This report will be used by teachers to plan weekly individualized instruction, as evidenced on lesson plans. Lesson Plans are checked weekly and feedback is provided when needed through conferences and/or written responses.
11. Provide opportunities to attend off site Professional Development, including Math Conference, (SCCTM)	Principal, Assistant Principal, Curriculum Coordinators	September 2008	By increasing professional knowledge, interacting with peer teachers, and exposure to the cutting edge scientific research, teachers will be able to enhance instructional practices within the classroom. (Curriculum Coordinators Participating teachers will provide professional development for all teachers within two weeks of attending the conference.

			• Agenda, handouts, billing records, professional development agenda for all teachers. • Observations of participating teachers indicating use of acquired strategies. • The two administrators will do a minimum of 30 observations with written feedback to teachers each week.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 3: By April 1, 2009, 60% of the students in grades 3 – 5 will make 80% or above on the Spring science benchmark as measured by Flanagan and Mott's *Tests for Higher Standards* (TfHS) assessment from Fall 2008 to Spring 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
1. Employ a Science Curriculum Coordinator to facilitate classroom instruction, testing, planning, implementation of standards, staff development, data analysis, et. al.	Principal, Assistant Principal,	August 2008	The Curriculum Coordinator will provide teachers with needed support through model lessons, professional development, teacher conferencing, instructional support during grade level meetings, unpacking standards, lesson plan building, and feedback from observations to insure student achievement. (Principal) • Curriculum Coordinators' calendar/daily schedule
2. Administer benchmark (TfHS) test quarterly.	Principal, Assistant Principal, Curriculum Coordinators	August 2008	This strategy will provide teachers and administrators the data needed to make decisions concerning instructional practices, thereby increasing student achievement. When the teachers use student benchmark data to plan instruction, their instruction will be geared toward students' needs for improvement on the Benchmark test, which is correlated to the standards. This will allow for specific planning for differentiation of instruction (Curriculum Coordinators) • Copy of TfHS data results
3. Analyze TfHS test data with faculty and students to identify areas of instructional need.	Principal, Assistant Principal, Curriculum Coordinators	September 2008	Analyzing test scores will identify student strengths and weaknesses utilizing TfHS each nine weeks. Teachers and administrators will use this data to drive weekly instruction as reflected in the lesson plans which are checked weekly by administrators. • Test results are hand scored and analyzed for each student by their teachers. These item analyses are used to plan weekly instruction, providing remediation to students on those standards where scores are weak. Individualization of instruction is provided

			where needed.
			• Standards are retested when needed. • A comparison of baseline data to Spring 09 test administration data will show evidence of increased student achievement. • All of this documentation is housed in the Curriculum Coordinator's office. (Curriculum Coordinators)
4. Monitor instructional practices in the classroom and provide timely feedback to teachers identifying strengths and weaknesses in instruction.	Principal, Assistant Principal, Curriculum Coordinators	September 2008	Administrators and District Office Staff will utilize Formal Walk through Evaluation Instrument to evaluate instructional practices. (Principal) • Walk through evaluation form providing feedback to teachers
5. Adjust instruction based on formative assessments, summative assessments and feedback from the Formal Walk Through Evaluation Instrument.	Principal, Teachers	September 2008	Teachers will adjust instruction based on feedback and students' needs. (Principal) • Lesson plans are checked weekly and feedback is provided when needed through conferences, followed by written feedback when needed. • Student performance reports and grades • Formal Walk through Evaluation Instrument. The two administrators will do a minimum of 30 observations with written feedback to teachers each week.
6. Initiate School-wide Science "Bee" for each grade level.	Principal, Curriculum Coordinators, Teachers	September 2008	This competition, which will be given one time a year school-wide, will continue by grade level each nine weeks. This competition will encourage students to learn grade specific content and conceptual knowledge and serve as a tool to motivate student learning. (Curriculum Coordinators) • Copy of questions will be given to each student for each Science Bee.
7. Implement hands-on science instruction within the classroom, which will positively influence student achievement (i.e. FOSS, Delta, Scott Foresman, etc.)	Principal, Assistant Principal, Curriculum Coordinators	August 2008	Teachers will provide hands-on science instruction utilizing researched-based kits. Standards-based assessments will be integrated to improve student achievement. The Math/Science Curriculum Coordinator will provide model lessons as well as technical support. (Curriculum Coordinators) • Copy of lessons plans identifying evidence of use. Lesson plans are checked weekly and feedback is provided when needed through conferences, followed by written feedback when needed. • Observation and documentation of classroom sessions utilizing kits. The two administrators will do a minimum of 30 observations with written feedback to teachers each week.

8. Assess and evaluate progress using science benchmark test at the conclusion (quarterly) of each curriculum unit.	Principal, Assistant Principal, Curriculum Coordinators	August 2008	Utilizing the Flanagan and Mott's *Test for Higher Standards* item bank, the curriculum coordinators will create standards-based aligned assessments matching the school's pacing guide for science. TfHS assessment results will be used to monitor progress, diagnose instructional needs, and evaluate program effectiveness. (Curriculum Coordinators) • Copy of Flanagan and Mott's *Tests for Higher Standards* (TfHS) Science assessments for 3rd, 4th, and 5th grade • Copy of results/data from assessment • Schedule of testing dates • Test results are hand scored and analyzed for each student by their teacher. These item analyses are used to plan weekly instruction, providing remediation to students on those standards where scores are weak. Individualization of instruction is provided where needed. • Comparative data from the baseline benchmark and quarterly benchmarks will assess content knowledge attainment and areas to target for instruction.
9. Implement a Science Fair at each grade level to incorporate the Process Science Standards.	Principal, Curriculum Coordinators, Teachers	January 2009	Students will have the opportunity to participate in this culminating activity, which allows them to exhibit a deeper understanding of Science Process Standards.(Curriculum Coordinators) • Participation in the Science Fair is highly encouraged, but due to monetary constraints, it is ultimately left to choice. If the school is unable to financially support individual projects, materials for classroom projects will be provided. • If funds are available, Science Fair materials will be provided to students; thereby making participation mandatory. • Science Project rubrics will be given to students and used to evaluate projects. Using that rubric, judges will score and evaluate science projects.
10. Provide opportunities to attend off site professional development, including SC².	Principal, Assistant Principal, Curriculum Coordinators	September 2008	By increasing professional knowledge, interacting with peer teachers, and exposure to the cutting edge scientific research, teachers will be able to enhance instructional practices within the classroom; thereby improving student achievement. • Participating teachers will provide professional development for all teachers within two weeks of attending the conference.

			• Agenda, handouts, billing records, professional development agenda for all teachers. • Observations of participating teachers indicating use of acquired strategies. • The two administrators will do a minimum of 30 observations with written feedback to teachers each week. (Curriculum Coordinators)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: : By April 1, 2009, the principal will ensure implementation of effective instructional practices in English/Language Arts evidenced by 35% of the students in grade 3-5 increasing one English/Language Arts performance level as measured by MAP from Fall 2008 to Spring 2009 based on the MAP/PACT correlation.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
1. Provide professional development workshops on disaggregating data.	Principal, Assistant Principal, Curriculum Coordinators, Lead Teacher	August 2008	Teachers will receive professional development addressing disaggregating and analyzing data. Emphasis will be placed on monitoring progress, diagnosing instructional concerns, assessing growth of subgroups, evaluating program effectiveness, applying flexible grouping practices, and differentiating instruction. (Principal) • The two administrators will do a minimum of 30 observations with written feedback to teachers each week. (Principal) • Agendas • Training schedules
2. Provide data analysis training sessions to inform each teacher of the Absolute rating of his/her class, using the Absolute Value Calculator and each student's 2008 PACT results.	Principal, Assistant Principal	September 2008	This strategy will make teachers aware of exactly where their students are and will serve as a constant reminder of student progress, thereby providing opportunities for teachers to implement changes in instruction and student learning. The principal will conference with each teacher individually to discuss his/her class Absolute rating. Conferencing will focus on individual student performance

			and identified strategies to improve performance on assessments. (Principal) • Principal's data analysis notebook
3. Conduct instructional conference with teachers to discuss class/individual student data.	Principal, Assistant Principal, Curriculum Coordinators, Lead Teacher	August 2008	School administration will provide on-going feedback, a minimum of 3 teacher conferences a year, focusing on classroom progress, diagnosing instructional concerns, identifying subgroup growth within the classroom, flexible grouping practices, and differentiated instruction based on class dynamics. (Principal) • Conference Log in Principal's notebook • Class data sheets in Principal's notebook

4. Development of a 2008-2009 professional development plan for reading.	Principal, Assistant Principal	August 2008	Our professional development plan (SRA Corrective Reading, data analysis of MAP and PACT results, benchmark testing results analysis, reading and writing conferences, standards implementation, ELA Balanced Literacy Model, grading student writing using the 15 point rubric etc.) demonstrates a introductory and on-going schedule of training. • Professional development in ELA will be held after the faculty meeting each Monday.(Curriculum Coordinator, Principal) • At the beginning of the year, teachers will be provided the professional development calendar. • Professional development plan • Agenda, sign-in sheets, hand-outs, etc. • Professional development feedback form
5. Provide opportunities for teachers to attend professional conferences.	Principal, Assistant Principal	August 2008	Teachers will be provided the opportunity to attend local and state conferences, which emphasize research-based practices and enhance content-area instructional strategies. Attending teachers will be required to present information gleaned at the conference. (Principal) • Agendas from conferences • Staff development with staff upon return from conferences • Participating teachers will provide professional development for all teachers within two weeks of attending the conference. • Agenda, handouts, billing records, professional development agenda for all teachers.

			• Observations of participating teachers indicating use of acquired strategies. The two administrators will do a minimum of 30 observations with written feedback to teachers each week.
6. Implement a school-wide discipline plan, *Time To Teach,* which will provide teachers with strategies to address student behavior.	Principal, Assistant Principal	August 2008	By providing teachers and students with an easy to follow discipline plan, discipline disruptions in classrooms will decrease and time on task will increase, which will positively impact student achievement. (Principal) • Purchase order of *Time To Teach* materials for each teacher. • Copy of professional development agenda • "Refocus Center" in each classroom • SASI Discipline Summary Report to document reduction in discipline issues.
7. Implement a series of competitions including a Spelling Bee and Social Studies Bee to encourage competition among the grades and cement learning for students.	Principal, Assistant Principal	August 2008	By providing student spelling bee competitions, which will be given one time a year school-wide, will continue by grade level each nine weeks, the principal encourages students to actively engage in the acquisition of content knowledge. (Curriculum Coordinators) • Listing of spelling words will be provided for teachers and students. • Copies of social studies questions, which are PACT like, will be provided to all students, grades 3-5.

8. Implement a Data Room for the school that will provide teachers a place to chart their students' academic progress.	Principal, Assistant Principal	August 2008	Providing a Data Room, where individual assessment data is charted, presents an organized, visual school-wide presentation of student progress. (Principal) • Data will be updated within two weeks of new MAP test administration.
9. Observe classroom instruction for implementation of professional development training.	Principal, Assistant Principal, Curriculum Coordinators, Lead Teacher	August 2008	Implementation of professional development training will be observed and documented by school administration. Lesson plans must reflect best-practices and strategies presented during staff development sessions. School administration will provide feedback and support if needed (Principal) • Monitor lesson plans weekly

			• Teacher observation log/feedback: The two administrators will do a minimum of 30 observations with written feedback to teachers each week. • Teacher conferences as needed
10. Conduct walk through observations weekly to provide teachers with immediate feedback on their instructional practices.	Principal, Assistant Principal, Administrative Team	August 2008	By observing classes, the principal can identify implementation of best practices, alignment of standards-driven lessons and differentiation of instruction. (Principal) • Copy of Formal Walk through Evaluation Instrument

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2:

By April 1, 2009, the principal will ensure implementation of effective instructional practices in mathematics evidenced by 35% of the students in grade 3-5 increasing one mathematics performance level as measured by MAP from Fall 2008 to Spring 2009 based on the MAP/PACT correlation.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
Provide professional development workshops on disaggregating data.	Principal, Assistant Principal, Curriculum Coordinators, Lead Teacher	August 2008	Teachers will receive professional development addressing disaggregating and analyzing data. Emphasis will be placed on monitoring progress, diagnosing instructional concerns, assessing growth of subgroups, evaluating program effectiveness, applying flexible grouping practices, and differentiating instruction. (Principal) • The two administrators will do a minimum of 30 observations with written feedback to teachers each week. (Principal) • Agendas • Training schedules • Administrators/ 30 observations/writ feedback
Provide data analysis training sessions to inform each teacher of the Absolute rating of his/her class, using the Absolute Value Calculator and each student's 2008 PACT results.	Principal, Assistant Principal	September 2008	This strategy will make teachers aware of exactly where their students are and will serve as a constant reminder of student progress, thereby providing opportunities for teachers to implement changes in instruction and student learning. (Principal) The principal will conference with each teacher individually to discuss his/her class Absolute rating. Conferencing will focus on individual student performance and identified strategies to improve performance on assessments. • Principal's data analysis notebook

Conduct instructional conference with teachers to discuss class/individual student data.	Principal, Assistant Principal, Curriculum Coordinators, Lead Teacher	August 2008	School administration will provide on going feedback, a minimum of 3 teacher conferences, focusing on classroom progress, diagnosing instructional concerns, identifying subgroup growth within the classroom, flexible grouping practices, and differentiated instruction based on class dynamics. (Principal) • Conference Log • Class data sheets
Development of a 2008-2009 professional development plan for mathematics.	Principal, Assistant Principal	August 2008	Our professional development plan will demonstrate a introductory and on going schedule of training. At the beginning of the year, teachers will be provided the professional development calendar. (Principal) • Professional development plan
Provide opportunities for teachers to attend professional conferences.	Principal, Assistant Principal	August 2008	Teachers will be provided the opportunity to attend local and state conferences, which emphasize research-based practices and enhance content-area instructional strategies. Attending teachers will be required to present information gleaned at the conference. (Principal) • Agendas from conferences • Staff development with staff upon return from conferences • Participating teachers will provide professional development for all teachers within two weeks of attending the conference. • Agenda, handouts, billing records, professional development agenda for all teachers. • Observations of participating teachers indicating use of acquired strategies. The two administrators will do a minimum of 30 observations with written feedback to teachers each week.
Implement a school-wide discipline plan, *Time To Teach,* that will provide teachers with strategies to address student behavior.	Principal, Assistant Principal	August 2008	By providing teachers and students with an easy to follow discipline plan, discipline disruptions in classrooms will decrease and time on task will increase, which will positively impact student achievement. (Principal) • Purchase order of *Time To Teach* materials for each teacher. • Copy of professional development agenda • "Refocus Center" in each classrooms

			• SASI Discipline Summary Report to document reduction in discipline issues.
Implement a series of competitions including a Mathematics Bee and Science Bee to encourage competition among the grades and cement learning for students.	Principal, Assistant Principal	August 2008	By providing students competitive, content related bees, which will be given one time a year school-wide, will continue by grade level each nine weeks, the principal encourages students to actively engage in the acquisition of content knowledge.(Curriculum Coordinators) • Copy of questions for sample math bee will be provided for each student in grade 3 – 5. • Copy of questions for Science Bee will be provided for each student in grade 3 – 5.
Implement a Data Room for the school that will provide teachers a place to chart their students' academic progress.	Principal, Assistant Principal	August 20 08	Providing a Data Room, where individual assessment data is charted, presents an organized, visual school-wide presentation of student progress. (Principal) The principal will conference with each teacher individually to discuss his/her class Absolute rating. Conferencing will focus on individual student performance and identified strategies to improve performance on assessments. • Principal's data analysis notebook
Observe classroom instruction for implementation of professional development training.	Principal, Assistant Principal, Curriculum Coordinators, Lead Teacher	August 2008	Implementation of professional development training will be observed and documented by school administration. Lesson plans must reflect best-practices and strategies presented during staff development sessions. School administration will provide feedback and support if needed. (Principal) • The two administrators will do a minimum of 30 observations with written feedback to teachers each week. • Teacher conferences as needed • Monitor lesson plans • Teacher observation log/feedback • Teacher conferences
Conduct walk through observations weekly to provide teachers with immediate feedback on their instructional practices.	Principal, Assistant Principal, Administrative Team	August 2008	By observing classes, the principal can identify implementation of best practices, alignment of standards-driven lessons and differentiation of instruction. (Principal) • Copy of Formal Walk through Evaluation Instrument • The two administrators will do a minimum of 30 observations with written feedback to teachers each week. • Teacher conferences as needed

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1:   By April 1, 2009, the district will provide ongoing fiscal and instructional support to Marion Intermediate School to increase student achievement in English/language arts evidenced by 35% of the students in grade 3-5 increasing one English/language arts performance level as measured by MAP from Fall 2008 to Spring 2009 based on the MAP/PACT correlation.
(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/ Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. District administration will facilitate the allocation of funding to support professional development for administrators and faculty via workshops, conferences, consultants, etc.	Curriculum Director, Finance Director	August 2008	To document professional development activities the district will do the following: (Curriculum Director) • Maintain a record of professional development activities that have been attended by staff (i.e. registration forms, travel forms) • Require meeting agendas, minutes, credit renewal documentation, etc. from professional development activities
2. District administration will complete a *minimum* of 5 monthly walk through observations to monitor the rigor and implementation of a standards-based instructional program.	Curriculum Director, Personnel Director, Sp. Services Director, and Sp. Projects	August 2008	To document walk through observations the district will do the following: (Curriculum Director) • Provide written feedback to teachers and building level administrators of all walk through observations • File a copy and keep a log of all district level walk through observations
3. District administration will fund, coordinate and manage the administration of MAP testing.	Technology Director, Curriculum Director, and Special Projects	September 2008	To monitor the administration of MAP testing the district will do the following: (Curriculum Director) • Keep a copy of MAP testing schedules • File and review school score reports

	Coordinator		
4. The district will provide a technology coach to train and assist teachers in effective use and integration of technology.	Technology Coach, Curriculum Director	July 2008	To ensure that teachers are participating in technology training using best practices in technology integration, the district will do the following: (Curriculum Director) • Keep a record of training sessions/activities, course syllabus • The district office staff will observe lessons and review lesson plans one day a month for effective technology usage and integration. Written feedback will be provided.
5. District administration will collaborate with the school level administrative team to employ data analysis as an instructional tool.	Curriculum Director, Curriculum Coordinators	August 2008	To ensure the analysis of data, the district will do the following: (Curriculum Director) • Require a data analysis component in the written school level professional development plan • Monitor updates and modifications in pacing and/or curriculum guides • Documentation will be provided through e-mails, district and school generated minutes, and/or calendar notations
6. District will provide funding for equipment and supplies to support the instructional program	Curriculum Director, Finance Director	August 2008	To ensure district level fiscal support the district will do the following: (Curriculum Director) • Keep a record of all purchase requisitions • Notify the schools of funds availability • Monitor expenditures to ensure purchases support instruction.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2:

By April 1, 2009, the district will provide ongoing fiscal and instructional support to Marion Intermediate School to increase student achievement in mathematics evidenced by 35% of the students in grade 3-5 increasing one mathematics performance level as measured by MAP from Fall 2008 to Spring 2009 based on the MAP/PACT correlation.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/ Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. District administration will facilitate the allocation of funding to support professional development for administrators and faculty via workshops, conferences, consultants, etc.	Curriculum Director, Finance Director	August 2008	To document professional development activities the district will do the following: (Curriculum Director) • Maintain a record of professional development activities that have been attended by staff (i.e. registration forms, travel forms) • Require meeting agendas, minutes, credit renewal documentation, etc. from professional development activities
2. District administration will complete a *minimum* of 5 monthly walk through observations to monitor the rigor and implementation of a standards-based instructional program.	Curriculum Director, Personnel Director, Sp. Services Director, and Sp. Projects Coordinator	August 2008	To document walk through observations the district will do the following: (Curriculum Director) • Provide written feedback to teachers and building level administrators of all walk through observations • File a copy and keep a log of all district level walk through observations

3. District administration will collaborate with school level administrators and curriculum coordinators to regularly analyze data from formal and informal assessments and will use the information to modify and adjust the curriculum and instructional program.	Director of Curriculum and Instruction, Principal, Curriculum Coordinator, Coordinator of Special Projects	August 2008	• Teacher lesson plans indicating modifications based on assessment data (Principal) • Staff development focusing on data analysis (Director of Curriculum, Coordinator of Special Projects) • Updated Curriculum Guides (Director of Curriculum, Principal, and Curriculum Coordinators)
4. .District administration will fund, coordinate and manage the administration of MAP testing.	Technology Director, Curriculum Director, and Special Projects Coordinator	September 2008	To monitor the administration of MAP testing the district will do the following: (Curriculum Director) • Keep a copy of MAP testing schedules • File and review school score reports
5. The district will provide a technology coach to train and assist teachers in effective use and integration of technology.	Technology Coach, Curriculum Director	July 2008	To ensure that teachers are participating in technology training using best practices in technology integration, the district will do the following: (Curriculum Director) • Keep a record of training sessions/activities, course syllabus • The district will observe lessons and review lesson plans one day a month for effective technology usage and integration. Written feedback will be provided.
6. District administration will collaborate with the school level administrative team to employ data analysis as an instructional tool.	Curriculum Director, Curriculum Coordinators	August 2008	To ensure the analysis of data, the district will do the following: (Curriculum Director) • Require a data analysis component in the written school level professional development plan • Monitor updates and modifications in pacing and/or curriculum guides • Documentation will be provided through e-mails, district and school generated minutes, and/or calendar notations.
7. District will provide funding for equipment and supplies to support the instructional program	Curriculum Director, Finance Director	August 2008	To ensure district level fiscal support the district will do the following: (Curriculum Director) • Keep a record of all purchase requisitions • Notify administrators of funds availability • Monitor expenditures to ensure purchases support instruction.

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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Title and Description of Each Program and Initiative
Included in the FSRP

Give the title and a brief description of <u>each</u> program or initiative that is included in the FSRP.
Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

NWEA's Measurement of Academic Progress (MAP)
MAP is an adaptive computerized test that measure growth in Reading, Language Arts, and Mathematics. The adaptive nature of the MAP dynamically adjusts to each student's performance level allowing the computer to immediately analyze the student's answer, adjust, and then select a question at the appropriate difficulty level to display for the next question. Because of the adaptive nature of the test, the assessment is highly accurate way to identify academic achievement in each child.   MAP provides immediate results and quality data. Assessment can be used immediately to monitor growth and progress, diagnose instructional needs, assess growth in subgroups, and evaluate program effectiveness. Data is presented in the goal band strands allowing specific identification of student's strengths and weaknesses allowing teachers to target remediation needs and acceleration opportunities.

Dominie Reading and Writing Assessment Portfolio
The Dominie presents a comprehensive literacy-based assessment program. The assessment offers guidance for administration and interpretation of reading, writing, phonics, and spelling habits of the assessed child. The teacher's guide provides stanines for national comparisons to students of the same age. The assessment is designed to assist teachers in the observation and documentation of a child's growth in reading and writing. Reading is assessed through oral and silent reading, comprehension, sentence writing, and spelling tasks. The results provide a diagnostic tool that directs teachers in making sound instructional decisions in reading/writing.

Flanagan and Mott's Tests for Higher Standards

Tests for Higher Standards are grade-level assessments used as pre/post assessments for Grades K-8 in Mathematics, Science, History/Social Studies, and English/Language Arts. The tests are aligned to the South Carolina Achievement Standards. Explicit and systematic assessments of individual students are available at each grade. All of the test materials meet PACT specifications. S. Stuart Flanagan, Ed.D., Professor Emeritus of the College of William and Mary, and David E.W. Mott, Ph.D., a psychologist and psychometrician work together to create and develop high stakes testing and instructional materials.

"Building Readers" Tutoring Program

Marion Intermediate's tutoring program offers small-group reading tutoring utilizing the SOAR TO SUCCESS or SRA Corrective Reading intervention program. The tutoring program is designed to provide phonics and cognitive reading strategies instruction for 3rd grade students reading below grade level. Utilizing the Dominie Reading and Writing Assessment Portfolio, students are identified and then parents are offered the opportunity for the students to participate. Tutoring sessions are 30 minutes in length, three days a week, and lead by one of the two tutors available. The program is designed to serve up to 50 identified students.

SOAR TO SUCCESS

SOAR TO SUCCESS is a small-group reading intervention program utilizing authentic literature, reciprocal teaching, and graphic organizers. The researched-based program is designed to address intermediate-grade students with a group of 5 – 7 students. SOAR is a reading intervention program accelerating their reading growth as quickly as possible. It is to be used in conjunction with a regular reading program and supplements the program through 30- 40 minute instructional periods. SOAR TO SUCCESS was designed based on existing quality research and was scientifically tested in classrooms throughout the country. Emphasis is placed on application of decoding skills and developing effective strategies for constructing meaning. Graphic organizers, reciprocal teaching of cognitive strategies, scaffolding of reading, and intervention instruction are strategies incorporated in the program.

SRA Corrective Reading

Corrective Reading is a research-based reading program which uses the Direct Instruction method to help students master the essential decoding and comprehension reading skills. The format provides a scripted, well-designed guide, fast paced presentation, special staging techniques, placement tests, and student workbooks. Procedural presentation of skills and opportunities for application in changing contexts insures reading success. Students are taught the connection between sound-spelling relationships explicitly and systematically, as well as, reasoning skills, organizational skills, and comprehension strategies.

Math Out of the Box

Math Out of the Box is a K-5 hands-on mathematics curriculum published by Carolina Biological Supply Company and underdevelopment in the College of Engineering and Science at Clemson University. Math Out of the Box is a standards-based, researched-based, inquiry-based mathematics program that utilizes lessons and materials based on the NCTM Principles and Standards for School Mathematics. The integrated curriculum focuses on algebraic thinking, geometric logic, measurement benchmarks, and number concepts. Preliminary results form 2004 indicated a significant improvement in scores on the PACT.

Activities Integrating Math, Science, and Technology (AIMS)

AIMS provides engaging hands-on activities in math and science and are correlated to SC Achievement Standards. Activities offer real-world, authentic investigations. The program is designed to be a supplement or core curriculum. AIMS teacher training prepares teachers to implement the activities and provides the needed materials for implementation.

Full Option Science Systems (FOSS)

FOSS uses inquiry-based philosophy to address essential science/math concepts and utilizes formative and summative assessments to assess for the student performance. FOSS is developed at the Lawrence Hall of Science, University of California – Berkeley, with the support form the National Science Foundation. The program is designed to promote scientific literacy and conceptual knowledge. Through student readings, technology, and hands-on activities, students learn by "doing" science. FOSS is research-based and offers kits that are aligned to the SC Science Achievement Standards. The kits include formative and summative assessments that are performance based. The program also provides Teacher Guides and Videos to assist in professional development, and they offer regional workshops and a national consultant network. Through exploration and investigation, students are involved in the attainment of science process skills and science content knowledge. FOSS also provides an integrated approach to science by embedding mathematic skills within each lesson.

Science and Technology for Children (STC)

STC is a research-based comprehensive, inquiry-based science curriculum. The STC kits offer students important concepts in science that is age-appropriate, acquisition of critical thinking and problem solving skills through, and develops scientific process/reasoning skills through hands-on activities. The content and pedagogy is in alignment with the SC Achievement Standards, but were developed to meet the National Science Education Standards. STC also offers staff development by employing instructional videos where a master STC teacher demonstrates how to organize

and employ the kit materials and activities and utilize effectual classroom management techniques. (STC kits are listed on the State Department of Education textbook adoption list.)

SMART Board

A SMART Board is an interactive, electronic whiteboard, which enhances learning through touch-sensitive displays connected to the teacher's computer. With the use of SMART Notebook software, teachers and students can write, type, or draw over any Windows application using a magnetic pen or even your finger allowing the finger or a pen to become the mouse. The SMART Board provides the teacher with technology-supported avenue to create content rich, dynamic lessons addressing specific student skills. The teacher can record screen movies of their actions and show them to students who need to see it repeatedly. Notes written on the SMART Board can be saved, and then printed for everyone - even the students who were not there. A teacher can show a video clip, pause it while standing at the board, mark on it or even make notes for later use.